



BPET Behaviour Policy

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| Signed: |  |
| Chair of Trust Board: | Claire Delaney |
| Approved: | 1 September 2018 |
| Renewal: | Every 2 Years |
| Review Date: | September 2020 |

1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

2.0 Introduction

The school consider it is vitally important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

This policy follows the guidance set out in the Equality Act 2010.

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehavior when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

3.0 Aims and Objectives

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum and therefore demand planning, tracking, recording and evaluating as part of the goal we have for high standards of conduct by means of encouraging personal development in pupils.

We aim:

- To ensure consistency and care;
- To be fair and be seen to be fair;
- To treat all with respect;
- To have clear expectations and strategies to ensure they are met;
- To build and rebuild self-confidence self-esteem and self-respect in pupils;
- To provide planned activities which motivate pupils academically and socially.

These objectives for behaviour are derived from the aims listed above.

4.0 General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy.

5.0 Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

An outline of the rewards and sanctions processes can be found in appendix A.

The school acknowledges that children require a range of approaches for successful behavior management and therefore reasonable adjustments will be made where appropriate. For example the policy and procedures may be amended where necessary for EYFS or children with SEND.

Conventions for social development represent the unwritten rules by which a learning community manages reasonable behaviour which has the good of the community uppermost.

Social conventions that we follow will be consistent with the following precepts:

- We understand it is normal to make mistakes;
- All should be sensible, thoughtful and kind to others;
- We should think before we speak or act;
- We should walk calmly around the building and grounds to be safe;
- We should help each other and get on with everyone;
- We should be respectful to others;
- We should tolerate reasonable difference and celebrate diversity.

In Kilburn Grange School, if a child successfully applies these conventions, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- (i) Warm relationships;
- (ii) A stimulating and tolerant social environment;
- (iii) Positive role modeling;
- (iv) Doing what is right.

However, it is also important to have a reward system in place which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success we use the following as rewards.

- a) Non-Verbal Praise:
Smiles, thumbs up and nods of approval.
- b) Verbal Praise:
We believe that verbal praise is a most important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class. It can also be given to and by everyone.
- c) Marking Policy:
Within class the way we mark as part of formative and summative assessment within Assessment for Learning will be used to build on success and provide encouragement by its associated comments and feedback, this will include behaviourally relevant aspects such as whole body listening or the school values: wonder, enjoy, reflect, collaborate, aspire, reflect and endeavor.
- d) Privileges or Jobs:
Within each class there will be roles perceived by the children as the giving of responsibility as rewards.
- e) Other forms of recognition:
Children will be rewarded with a variety of other forms of recognition for good behaviour. These may include, but are not limited to: stickers, certificates, Class Dojo points, email to parents.

- f) **Sharing:**
In recognition of a particular task or behaviour the pupil may share their success with others, for example:
- i) The class;
 - ii) The neighbouring class or teacher;
 - iii) A chosen adult.

The next level of sharing may be to the Headteacher for a Headteacher's award or to the whole school at our Celebration Assembly once a week. The pupil will have the choice to come forward, or have their praiseworthy activity described by an adult.

6.0 Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through:

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs from Arbor/Class Dojo of administration of disciplinary sanctions

7.0 Disincentives to Poor Conduct

If a child breaks any of the social conventions there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. We consider it vitally important to remember at all times to identify early and target the behaviour, and not the child. As with the incentives, there will be different levels.

- a) **Non-Verbal Signal:**
Holding eye contact, a shake of head, a slow walk to the child and remaining in proximity using position as a non-verbal signal.
- b) **Verbal Signal:**
Usually this will be a reminder of the social conventions. At this stage it is usual that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.
- c) **Verbal Warning:**
A clear concise message. “`X', if you carry on with `Y' behaviour then `Z' will happen.”
- d) **Prompting and pre-empting:** There may be occasions where a child needs to be supported to make the right choice though modelling and rehearsal. They also may need coaxing, e.g. being taken by the hand / sitting next to a teaching assistant.
- e) **Peace Pathway:** The peace pathway can be used as a way to remind children what they could have done differently, especially if a child has had a disagreement with another pupil. This involves;
 - 1) Talking though the behaviour.
 - 2) Identifying how they may have made others feel

- 3) Creating a solution such as giving an apology or a letter (the prompt could be “How can we solve the problem, or what could we do differently?”)
- 4) Agreeing with the solution and reconciling (e.g. handshake).
- 5) Deciding on how to make the other person feel better (high five, hug etc.)

f) Reflection:

A child will be required to move from their seat to the reflection spot, where they will receive a clear explanation of the behaviour required for them to return to their original seat. This 'behaviour' may be the completion of task or a time period of appropriate action. For BPET schools this will be seen as an opportunity to rebuild positive relationships after a minor incident and will always be followed up with a conversation with an adult about making better choices next time.

g) For more serious or repeated misbehaviour, the pupil may be referred to the Deputy Headteacher (in her absence any other member of the senior leadership team) who has oversight of the school pastoral care framework and who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident. From this stage onwards information about the incident(s) will be recorded on the child's file.

h) We do not anticipate escalation to fixed term or permanent exclusion but if an incident warrants this level of consideration by the Headteacher then we will abide by all statutory and allied best practice requirements regarding exclusions.

In all the above strategies once the child has successfully completed their sanction, their modification of their own behaviour will always be acknowledged positively by school staff.

Behaviour charts

For a number of children, behaviour charts with sanctions and rewards agreed with parents can be highly effective. These are put in place by a member of SLT following consultation with teachers.

This is used as a form of support for the child, ensuring that the school and the family work together to promote positive behaviour. They will be time limited and success will be measured and reviewed with the child and parents or carers.

8.0 Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

9.0 Additional Strategies

The school has processes in place to support pupil’s behaviour where the usual rewards and sanctions strategies are not working.

10.0 Transition

Pupils will be supported in transition into school, between year groups and to secondary school through a planned transition programme. This will included meeting their new teacher and receiving information for parents about the expectations of the new setting or year group.

11.0 Physical Restraint

Corporal punishment is not used or threatened, nor any punishment which may adversely affect a child’s well-being.

Physical contact may be used appropriately to comfort children who are hurt or upset. Be clear that this is being done for the good of the child. This should be done for as short a length of time as possible.

Physical contact can be appropriate in certain circumstances. For example, administering first aid, demonstrating how to point the toes in ballet by holding the child’s foot.

In such circumstances, follow this guidance:

- Public place, not one to one situation
- Having consent of the child before you do it
- Justification must be that it is for the child’s benefit

Physical intervention or restraint should be avoided and only used to avoid danger. For example:

- Taking a child’s hand to prevent them from touching something hot or running into the road
- Physically stopping a child from throwing something or physically hurting someone else.

Under these circumstances physical restraint is allowable. It is essential that incidents are promptly reported to SLT so that it can be recorded appropriately. You should also ensure that parents are informed on the same day or as soon as reasonably practicable. Refer to ‘Use of Reasonable Force and Physical Restraint; acceptable physical contact’ section in the Safeguarding Policy for more information.

12.0 Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Kilburn Grange School has six values which are part of our expectations and behaviour policy. W.E. C.A.R.E. is the acronym that spells out our school values. The letters stand for: Wonder, Enjoy,

Collaborate, Aspire, Reflect and Endeavour. All our learning is underpinned by our core values that show W.E. C.A.R.E. for ourselves, each other, our community and beyond. The school values help to develop a pupil's character, self-discipline and learning habits and enable them to grow into well-rounded individuals and successful learners. They are deeply embedded within all areas of school life, including our curriculum and behaviour for learning. The values underpin all that we do and our behaviour system is based upon pupils demonstrating the school values in their learning and behaviour.

13.0 Allegations of Abuse Against Staff and Other Adults Working in the School

If an allegation of abuse is made against staff, please refer to the 'BPET Dealing with Allegations of Abuse Against Staff Policy'.

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the [BPET Whistleblowing Policy](#).

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance.

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

14.0 Outside Agencies

If, at any time, the Head Teacher or class teacher is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behaviour and will involve outside agencies, such as the Behaviour Support Team.

15.0 Behaviour Monitoring

Formal sanctions will be recorded on each pupil's profile on Arbor. The Deputy Headteacher will review and analyse log entries on a weekly and half-termly basis for patterns. The analysis will inform next steps for assemblies, circle times and any meetings for individual children.

16.0 Behaviour Reporting

We will report to parents and carers electronically and on paper regarding issues relating to their child(ren)'s conduct as and when appropriate.

17.0 Application

This Behaviour Policy is for the benefit of all in our school learning community. If it is to be effective everyone must use it with confidence and consistency, and will be required to do so. However we recognise that there may be occasions when special considerations need to be applied and we expect teachers and support staff to use common sense and professional judgement.

18.0 Monitoring and Evaluation

The Headteacher will review this policy statement every two years and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

19.0 Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

20.0 Approval by the Bellevue Place Education Trust Board

This policy has been formally approved and adopted by the BPET Board and will be reviewed every two years.

Appendix A – Kilburn Grange School Adaptation

Class Dojo

Class Dojo is a digital behaviour system which can be operated online or via an App. Each child collects points individually (positive or needs work) which are collected throughout the day. Throughout the day the children can see the points next to their name on the homepage of class dojo. This is usually displayed on the interactive white board in the class room and is also available on the teacher's iPad. Parents also can have access to Class Dojo, however they can only see their own child's achievements. Parents will be asked to sign a code of conduct if they wish to have access and they will then be asked to register. At the start of each day the children will begin on zero points, however the points are stored so that the school can track trends in behaviour.

Positive points

Children are given positive points for showing the following school values in their learning and behaviour, throughout all aspects of the school day, both inside and outside the classroom.

One point is awarded for demonstrating the following:

- Wonder
- Enjoy
- Collaborate
- Aspire
- Reflect
- Endeavour
- Whole body listening.
- Showing caring/kind behaviour
- Lining up
- Tidying up

Two points are awarded for demonstrating the following:

- Home learning award
- Best attendance award
- Spelling award
- Smart uniform
- Completing a challenge
- Changing/walking to swimming safely

Three points are awarded for a Headteacher's award, exceptional one off learning. An email will be sent to parents when a pupil receives a head teacher's award.

Once a child accumulates 100 positive points they will receive a certificate during the celebration assembly. Each time thereafter that a child accumulates 150 positive points they will receive another certificate.

Each child can also accumulate needs work points for not showing the values in their learning and behaviour. These points do not get deducted, however both positive and needs work points are shown on the child's profile.

Needs Work Points

Needs work points are given for the following (the value of each point is -1), up to three warnings will be given to pre-empt this behaviour before the needs work point is given.

- Off task
- Not lining up
- Shouting out
- Uncaring language (e.g. "I don't want to be your friend.")

- Telling lies
- Snatching
- Hurting myself
- Disrupting others learning
- Throwing litter on the floor
- Refusing to tidy up own mess
- Refusing to share / take turns
- Uncaring behaviour
- Invading personal space

On some occasions the value of each point is -2 due to the seriousness of the child's behaviour, this may include the following, a warning will not be given for this behaviour.

- Destroying learning of others
- Hurting someone
- Stealing
- Fighting (including wrestling or 'play fighting')
- Destroying property
- Spitting
- Making fun or teasing others
- Unsafe behaviour (throwing things /climbing on things)
- Leaving class / school grounds without permission
- Threatening others (including swearing)

On very rare occasions the pupils will be awarded -3 points for behaviour which involves bullying, prejudiced behaviour or inappropriate showing/looking/touching of private parts. For more information, please refer to the Anti-bullying Policy.

- 1) If a child receives a -2 point in the day, parents will be informed by the class teacher at the end of the day. Parents may be asked to wait to speak to the teacher by waiting at the school main office. These incidents will be recorded in the pupil's profile on Arbor.
- 2) In order to encourage good behaviour for learning, the class teacher will also speak to the child's parent / carer if a child receives 5 or more -1 points in a day, as this constitutes as repeated low level behaviour. If low level behavior is repeated, the school will invite parents to meet with a member of the senior leadership team and the class teacher to work together to improve the child's behaviour in class.
- 3) If there are two -2 incidents in a day, the child will be asked to reflect in another classroom.
- 4) For more serious or repeated misbehavior (three -2 incidents in a day or a one off serious -3 incident), the pupil may be referred to the Deputy Headteacher who has oversight of the school pastoral care framework and who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident. These incident(s) will be recorded on the child's profile on Arbor.
- 5) If there are three or more incidents of -2 behaviour or any single incident of -3 behaviour points within one week, there will be a meeting between a member of the senior leadership team and the child's parent /carer. All meetings with parents about behavior will be recorded using the record of meeting with parent(s)/carer(s) form.
- 6) We do not anticipate escalation to fixed term or permanent exclusion but if an incident warrants this level of consideration by the Headteacher then we will abide by all statutory and allied best practice requirements regarding exclusions.

Appendix B – Strategies for Dealing with Inappropriate Behaviour

Dealing with Inappropriate Behaviour

Ensure that parents / carers / SENCO are involved at an early stage when there is growing concern about a child's social, emotional or behavioural needs

The following is a hierarchy of responses to inappropriate behaviour:

Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.
- Shaking head.
- Light touch on shoulder to show awareness
- Facial expressions, frowns etc.

Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
- Avoiding eye contact, talking to those who are behaving appropriately – proximal praise.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.

De-escalation

The following strategies should be used to encourage a pupil to change their behaviour so that it does not escalate to more serious behaviour. These strategies are particularly effectively when a pupil has a positive handling plan, please refer to the physical restraint / positive handling policy (which is within the safeguarding policy) for more details.

- Verbal advice and support
- Planned ignoring
- Withdrawal directed
- Choices offered
- Reminders of success
- Distraction
- Giving take-up time
- Flexible negotiation
- Limits set
- Reassurance
- Withdrawal offered
- Involve new person
- Humour

Verbal reprimand

- Encourage the child to take responsibility for their actions and make the right choice.
- Deliver reprimands calmly, firmly and with confidence.

- Avoid getting into arguments.
- Ensure that a reprimand makes it clear that it is the *inappropriate behaviour* that is not acceptable not *the child*.
- Explain clearly that the child has made the wrong choice and what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.
- Avoid the use of emotive language which labels a child as “silly”, “thoughtless”, “not you again.”
- **NEVER** give blanket whole class reprimands.
- Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient.

First Warning

- Remind the child of the behaviour he/she is displaying and what behaviour you would like to see instead.
- Use clearly displayed good choice pictures or use proximal praise (*“Well done Finn, I can see you are showing whole body listening”*) to encourage the child to change his / her behaviour.
- Emphasise that the child needs to make the right ‘choice’.
- Redirect the child to their learning.

Second and Third Warnings

- Tell the child they have had first warning and now this is their second.
- Warn them that they will receive a “needs work” point and state the reason (*“You will receive a needs work point for showing an uncaring heart because you are not listen-ing) if they continue to make poor choices.*
- State clearly what you expect what you expect child to be doing and offer support to get started if appropriate.

Withdrawal from activities

Withdrawing children from a specific aspect of school life is used when behaviour is causing significant disruption to others’ learning or there is a break down in trust. This includes off site educational visits (as part of our Educational Visits policy). If it is deemed that a child poses a risk to the safety to themselves or others and there is a history of this in school, on some occasions, subject to availability, a trained member of staff may be allocated 1:1 to a pupil. If there is not capacity for this the school may request that a parent or relative accompanies the child. **If there is no member of staff to accompany the child and the school believes that the child poses a risk to the safety of themselves or others, the senior leadership reserves the right to withdraw the child from the educational visit and provide them with a suitable, alternative activity at the school.** Internal / External Exclusion is used as a last resort or where behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy.

Appendix C – School Values

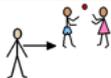
| Kilburn Grange School Values | |
|--|---|
| At Kilburn Grange School, W.E. C.A.R.E. so we can learn, enjoy and succeed. | |
| Wonder | |
| <ul style="list-style-type: none"> We are curious, use our imagination and try new things. |  |
| <ul style="list-style-type: none"> We think carefully and form ideas and questions. | |
| Enjoy | |
| <ul style="list-style-type: none"> We love learning and take pride in everything we do. |  |
| <ul style="list-style-type: none"> We celebrate our successes and are proud of our achievements. | |
| Collaborate | |
| <ul style="list-style-type: none"> We include everyone in our learning and work as a team to support and learn from each other. |  |
| <ul style="list-style-type: none"> We respect and treat everyone fairly and with kindness and care. | |
| Aspire | |
| <ul style="list-style-type: none"> We always try our best to achieve our goal. |  |
| <ul style="list-style-type: none"> We always strive to improve in everything we do. | |
| Reflect | |
| <ul style="list-style-type: none"> We review our learning and seek feedback. |  |
| <ul style="list-style-type: none"> We learn from our feedback and mistakes. | |
| Endeavour | |
| <ul style="list-style-type: none"> We work hard, try our best to embrace challenges and never give up. |  |
| <ul style="list-style-type: none"> We are brave enough to make mistakes because we know lots of practise helps our brain to grow. | |

Appendix D – Peace Pathway

|  <h3>The Peace Pathway</h3>  | |
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| <p>Step 1: Stay calm. Take big breaths and count to 5. "1, 2, 3, 4, 5" Go to Reflection Spot if you need to calm down first.</p> |  |
| <p>Step 2: Listen to each other's point of view. "I did not like it when..." "I felt..."</p> |  |
| <p>Step 3: Think of solutions together. "Let's solve the problem by..." "Next time, I will..." Agree on a solution and practise it.</p> |  |
| <p>Step 4: "Would you like a high five or a handshake?"</p> |  |



**Kilburn
Grange School**
LEARN ENJOY SUCCEED

| <h3>Can you find a solution to the problem?</h3>  | |
|--|---|
| Say, "Stop it. I don't like it!" |  |
| Tell a teacher or an adult. |  |
| Use a sand timer to take turns. |  |
| Play rock-paper-scissors to decide whose turn it will be first. |  |
| Apologise. Say why you are sorry or make a card. |  |
| Talk it out. |  |
| Make a deal. |  |
| Join a different group or do something else. |  |

| How big is my problem? | |
|------------------------|---|
| 5 | Emergency I need an adult to fix the problem. |
| 4 | Gigantic problem I need a lot of adult help to fix the problem. |
| 3 | Medium problem I need some help to fix the problem. |
| 2 | Little problem I might need a little help to fix the problem. |
| 1 | Glitch I can fix the problem by myself. |